CONSTRUCTION OF COMPREHENSIVE KABADDI SKILL TEST FOR UNIVERSITY PLAYERS

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Synopsis

Submitted to the

DEPARTMENT OF EXERCISE PHYSIOLOGY

LAKSHMIBAI NATIONAL INSTITUTE OF PHYSICAL EDUCATION,

GWALIOR (M.P.), INDIA

2024

Abstract

The purpose of this study is to this study aims to construct a comprehensive Kabaddi skill test battery for university-level players from the West Zone of India. By simplifying fundamental offensive and defensive skills, including footwork, hand touches, kicks, and holds, into an understandable and statistically proven assessment method, it tackles the problem of repetitive skill testing. Descriptive statistics, factor analysis, and correlation techniques were used to evaluate the data from a sample of 300 male players, ages 17 to 25, who took part in organized testing. Establishing a reliable and standard skill framework that coaches and other sports professionals may utilize for identifying talent, creating training plans, and assessing performance is the ultimate goal. The study emphasizes how important accurate Kabaddi skill testing is for player growth, coaching efficacy, and sports science research.

Keywords: Sports performance, factor analysis, athletic training, physical education, skill assessment, test battery, university players, validity, reliability, standardization, offensive and defensive skills, player evaluation, and Kabaddi.

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CHAPTER – I

INTRODUCTION

A language that unites all is sport. When it works well, it has the power to unite people regardless of their origins, upbringing, religion, or socioeconomic standing. The goal of physical education is to help kids and young people learn more effectively so they can grow up to be responsible members of our democratic society. Sports, dances, games, and the arts all serve as vital cultural links between people all over the world. International contests that foster national integration include the Olympics, dance festivals, and art exhibitions.

Consequently, people's levels of fitness are declining daily as a result of over sophistication. Boys are not able to grow robust and healthy, while girls are growing weaker and less able to become healthy moms. In this case, people can benefit from frequent exercise and involvement in sports and games. Sports enhance lifestyle. In today's society, exceptional athletes enjoy a greater social status. However, investing more money on equipment is necessary to improve as a player. People from lower socioeconomic classes cannot afford to spend money on games or sports because India is a developing nation. These days, the average man cannot afford to play sports or games since they have become highly commercialised and capitalised. Sports stars get notoriety through publicity funded by powerful figures in business, industry, and politics. But under these conditions, the majority of the excited kids are drawn to cheaper games like Kho-Kho and Kabaddi.

Every game has its roots in people's enjoyment, whether alone or in groups. It could entail using force or not. Humanity has been playing games for individual or collective amusement and to celebrate successful raids, conquests, or wins, oftentimes accompanied by celebration, even back in the era of the

primates. Even in the 'Mayan' era (3000 years ago), there are games that they played that resemble basket ball but involve violence, with the ring being affixed to a side wall at a specific height. It required the opposing teams to toss a ball-like object, and in the event that they failed, the worried

The person or player had his head severed. Even the martial arts, which started as an "after match" when Buddhism expanded, were created to protect individuals and groups from animal/gangster or Antes raids. Although they originated in India, they soon spread to most of South East Asia, including China. The Greeks created and popularised a wide range of sports and games for their own amusement as well as to commemorate significant occasions. Before, going all the way back to 776 B.C., sports and games involving violence or non-violence have always been a fundamental component of human activity. Sports and games feature not only players from various teams, but also humans and animals for entertainment purposes, sometimes involving violence.

The games and sports of the twenty-first century have advanced to a high level of science and technology. Sporting and gaming medicine, journals, photography, journalism, engineering for equipment manufacturing, budgets, chemistry, psychology, administration and espionage and offensive systems, sports and gaming industries & business, sports and gaming research and development, sports and gaming deities are just a few of the branches that have branched out into different areas.

However, games, sports, dances, and art are all forms of culture that serve as vital cultural links between individuals from all over the world. International competitions in sports and games, like the Olympics, dance festivals, and art shows, serve as global unifiers.

The goal of physical education is to maintain people's health. The health and physical education programmes give boys and girls relevant and accurate

information about their own needs and interests. Concern over health services and a safe, psychologically and physically conducive atmosphere is also developing.

Sports have three modern-day purposes: recreation, therapy, and competition. Based on the level of participation, sports can be clearly categorised as recreational for kids, therapeutic for seniors, disabled, or ill people, and competitive for young people and adults, especially experts.

They get prematurely old before they may enjoy their youth. The number of sufferers is rising every day. The list of diseases is constantly updated with new names. Scientists and physicians are working hard to create new medications to combat the growing army of unidentified illnesses. However, neither disease is completely eradicated nor do people grow robust and healthy. "What is the cause of the current situation?" How to cure these illnesses both recognised and undiscovered. Actually, someone who is lively and has a positive attitude on life is also someone who is physically active and in good health. His thoughts are constantly upbeat and optimistic about the future. According to a statement made by Vivekananda, playing football can bring one closer to heaven than reading the Bhagavad Gita.

In the modern society, everyone benefits from regular exercise and involvement in sports and games to preserve excellent health. Sports should promote a healthier lifestyle by reducing bad behaviours like smoking and binge drinking. To lessen or prevent cardiovascular disease, peripheral vascular disease, hypertension, obesity, diabetes mellitus, depression, tension, airborne infections, and elevated blood levels of total and LDL cholesterol, regular engagement in sports and games is crucial.

These examples demonstrate how sports can be given more importance and how athletes can benefit greatly from increasing social status in today's culture. In

the context of modern games and sports, Kabaddi can be considered a widely played mass game. I chose this game for my study out of personal curiosity because I play Kabaddi.

STATEMENT OF THE PROBLEM

Developing a skill assessment before creating the proper assessments, battery must determine the different talents required in the game. Indeed, playing a complex game like Kabaddi requires a variety of talents, which can be broadly divided into offensive and defensive skills. This leads to a number of assessments

- Will the tests be well-designed, reliable, valid, and objective? In Kabaddi, many skills have overlapping constructs, making some skill tests unnecessary. Removing these redundant tests will be essential, as excessive assessments can be tiresome. Consequently, the study's other issues will be as follows.
- Will the unmanageable number of skill tests be reduced to a manageable battery?

OBJECTIVES OF THE STUDY

- To characterize the level of specific Kabaddi skill of university level Kabaddi players of west zone.
- To reduced the unmanageable number of skill test of university level Kabaddi players of west zone.
- To develop the construct validity (through convergent validity), reliability, and objectivity of the skill test for university-level Kabaddi players of the West Zone.
- To test the validity of measurement models by examining the relationship between observable variables and their underlying latent constructs.

- To construct the norms of specific skills of university level Kabaddi players of west zone.

HYPOTHESES:

- It is hypothesized that the newly developed skill tests for Kabaddi are valid, reliable, and objective.
- The number of skill tests is significantly reduced to a manageable battery.

DELIMITATIONS OF THE STUDY

- The study will be delimited to university-level Kabaddi players.
- The study will be delimited to male Kabaddi players.
- The study will be delimited to university Kabaddi players in the West Zone Inter-University only.
- The study will be delimited to the age range of 17-25 years.
- The study will be delimited to mat ground in kabaddi

LIMITATIONS OF THE STUDY:

- The scope of this study will be limited due to the researcher's lack of control over subjects' eating habits, training ages, training schedules, and social activities.
- Factors such as subjects' experiences, interests, and socio-economic statuses will be beyond the control and scope of this study.
- This study will not account for factors such as physical fitness, training loads, and game skill practices.

THE SIGNIFICANCE OF STUDY

The present study will be helpful to the profession and the field of subject in following ways.

- The study will be helpful to classify the Kabaddi players' ability on the basis of their performance in skills by using these new tests.
- The results of this study will also help the coaches and physical education teachers to identify the individual proficiency in Kabaddi skills.
- This study will help the physical education teachers and coaches to construct a sound training programme for the beginners in Kabaddi.
- This study will stimulate the interest of the trainees (in Kabaddi skills) through self-evaluation of their performance.
- This study may be significant in providing feedback mechanisms and will add to the critical literature in the field of sports.
- These test batteries will help University teachers to evaluate the student's ability.

DEFINITIONS AND EXPLANATION OF TERMS

1. **Kabaddi:**

   Played on a rectangular clay or sand court, Kabaddi is an Indian-originated sport that is currently played on mats between two teams of seven players each. The players must hold their breath as they retreat to the home court and try to tag or grab opponents while chanting "Kabaddi."

2. **Skill:**

   The ability to perform an action proficiently is known as skill; a player can acquire this capacity through training.

3. **Test**:

   Test is a "tool of measurement for the collection of data, implying a response from the person being measured" (Barrow and McGee, 1982).

4. **Test battery:**

   Test battery is a collection of tests designed to assess performance.

5. **Construction:**

Here, construction means to design and develop. The tests to be used in the process of standardizing must be evolved or constructed. It naturally leads one to taking tests through the process of pilot administration and analysis. In the present study, the term construction indicates specially the construction of skill tests for Kabaddi players. According to Agrawal "The first step in the construction of an adequate test is to have a full and clear understanding of the objectives of the study and the nature of the data".

6. **Standardization:**

Cronbach (1984) defined, "A standardized test is one in which the procedure, apparatus and scoring have been fixed, so precisely that the same test can be given at different times and places". In the present study, the research scholar has constructed skill tests for Kabaddi players and established its validity, reliability and objectivity. Further norms are developed. This process is called "standardization" in the context of present study.

7. **Validity**

Richard M Jaeger (1983) defined the concept of validity as concerned with the degree to which an instrument actually measures what it purports to measure. Validity is not absolute, but depends on the context in which an instrument of measurement is used.

8. **Reliability**

"Reliability is the degree to which a test consistently measures a given factor"(Bosco and Gustafson, 1983).

9. **Objectivity**

"Objectivity is the consistency of agreement among scores with respect to the quality of correctness of a performance" (Basco and Gustafson, 1983)

CHAPTER – II

REVIEW OF RELATED LITERATURE

A review of the related literature gives valuable insight to the investigator regarding the problem to be solved. Review of literature can be extremely helpful to the investigator in identifying methods that have been successfully used to solve the various types of problems. Resourceful literature helps researchers to know in depth about the study and related studies already done. Literatures in other fields form the basis, upon which all future frameworks are built. Hence, a study of relevant literature is an essential step to get detailed information, insight and a good comprehension with regard to the present problem under investigation. In order to get a thorough knowledge about the proposed area of study, the investigator verified the available research references, periodicals, journals, and books related to similar studies.

Rao and Kishore (2015) constructed a reaction ability test for Kabaddi. The main objective of study was to measure reaction ability and toe touch skill. Coefficient of correlation for boys was 0.97 and for girls 0.98, which suggested that reaction time is a major factor or construct of the Kabaddi skills.

Sharma; Singh and Singh (2014) developed a physical fitness test battery to measure sports potential of Kabaddi players of 18 to 25 years. Nine fitness components namely muscular strength, muscular power, muscular endurance, speed, agility,explosive power, throwing ability, flexibility and balance among Kabaddi players. No further information regarding their predictability of performance in Kabaddi etc. was available.

Ganesh Kumar and Jagathesan (2013) focused on evaluating game performance of Kabaddi players, for which they designed a skill test battery. The study included N=400 male Kabaddi players from various colleges of

Tamil Nadu and were randomly selected and ranged between 18 to 20 years in age. The data collected from above said tests were statistically analyzed through SPSS software and further norms were constructed using percentile and 6 sigma scale.

Venkateswarlu (2013) developed a standardized 'Kabaddi Skill Test'. He considered three offensive skills and two defensive skills in Kabaddi game for the test battery. The study result revealed that offensive skills have proved to be better than defensive skills. The three groups viz., novice, median and expert group were tested systematically and each group was attributed with three moderate skills such as for Novice group - toe touch, median group hand touch and Expert group, back kick were the best standard skills.

V Devaraju K. and K. Kalidasan R. (2012) focused on Anthropometric measurements which contributed to playing ability among college level Kabaddi players. Players playing ability was tested by three Kabaddi NIS coaches before the competition. By using approved equipment for measurements, the data was collected and all the scores of physical, Anthropometric variables and playing ability were correlated using Pearson product moment correlation. The results showed that significant relationship of all three components existed. It was also established that, weight, flexibility, agility and speed of movement as common characteristics in predicting playing ability of Kabaddi players. However, reliability and validity coefficients were not made available.

CHAPTER – III

METHODOLOGY

In this chapter the selection of subjects, selection of variables, criterion measure, administration of test, collection of data and statistical techniques for analysis of data have been described.

SELECTION OF SUBJECTS

For the purpose of the present study, Three hundred MALE University Level Kabaddi Players between the age group of 17-25 years will be selected.

SELECTION OF VARIABLES AND SKILLS

In consultation with experts, the test items skills listed below were chosen for the current study keeping the aforementioned criteria in mind.

Skill Test Battery:

- Footwork
- Running Hand Touch
- Stooping Hand Touch
- Hooping Hand Touch
- Turning Hand Touch
- Bonus Crossing
- Single Toe Touch
- Toe Touch Inward to Outward
- Toe Touch Outward to Inward
- Dragging Back and Toe Touch
- Side Back Kick
- Curve (Round) Kick
- Reverse Back Kick
- Ankle Hold
- Thigh Hold
- Waist Hold
- Wrist Hold
- Blocking (Cover)
- Blocking (Corner)
- Block & Dash

- Running Toe Touch

Administration of Tests and Collection of Data

The newly designed skill tests are described as follows:

1) FOOTWORKS:

Objective: To measure raiding footwork ability.

Equipments: Powder, stop watch, score sheet, and whistle.

Procedure: The subject standing behind the mid line at point 'A' starts his raid towards to the corner of the attacking court to cross the baulk line and shuffle the legs once within , (B) then raid with lead leg method (C) Side step run (D) and back to corn 'D' with natural run.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as crossing the cone.

2) RUNNING HAND TOUCH:

Objective: To measure Running Hand touch

Equipments: Powder, stopwatch, score sheet, Hanging object and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the initially intimated corner to cross the baulk line and with the Running hand touch skill; the subject touches the first object and continuously next object Then again, performing the same skill, the subject raids to touch the objects before returning to cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as touching the objects.

3) STOOPING HAND TOUCH:

Objective: To measure stooping hand touch ability.

Equipments: Powder, stopwatch, score sheet, Hanging objects and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner to cross the baulk line and shuffle the legs once, then with the stopping hand touch skill, the subject back to cone and again touches next Object at the next corner position.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as touching the objects.

4) HOOPING HAND TOUCH:

Objective: To measure Hooping hand touch ability.

Equipments: Powder, stopwatch, score sheet, Hanging objects and whistle

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner to cross the baulk line and shuffle the legs once, then with the Hopping hand touch skill, the subject do cart wheel and touch the next object perform same.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as touching the objects.

5) TURNING HAND TOUCH

Objective: To measure Turning hand touch ability.

Equipments: Powder, stopwatch, score sheet, Hanging objects and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner to cross the baulk line and shuffle the legs once, then

with the Turning hand touch skill, the subject move next object with any footwork and touch the next object and perform same skills after crossing cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as touching the objects.

6) BONUS CROSSING:

Objective: To measure crossing Bonus skill ability.

Equipments: Powder, stopwatch, score sheet, Cones and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner to cross the bonus line and back to the centre cone , then again perform bonus cross skill to next cones , the subject move next object with any footwork and crossing the bonus and perform same skills after crossing cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider cross perfect bonus.

7) SINGLE TOE TOUCH:

Objective: To measure Toe touch skill ability.

Equipments: Powder, stopwatch, score sheet, Cones and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner and performs single toe touches to each cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches cones with toe.

8) TOE TOUCH INWARD TO OUTWARD:

Objective: To measure Toe touch inward to outward skill ability.

Equipments: Powder, stopwatch, score sheet, Cones and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner and performs inward to outward toe touches to each cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches cones with toe.

9) TOE TOUCH OUTWARD TO INWARD:

Objective: To measure Toe touch outward to inward skill ability.

Equipments: Powder, stopwatch, score sheet, Cones and whistle.

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner and performs outward to inward toe touches to each cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches cones with toe.

10) DRAGGING BACK AND TOE TOUCH:

Objective: To measure Drag and back toe touch skill ability.

Equipments: Powder, stopwatch, score sheet, Cones and whistle

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner and performs Drag and back toe touches to each cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches cones with toe.

11) RUNNING TOE TOUCH:

Objective: To measure Running toe touch skill ability.
Equipments: Powder, stopwatch, score sheet, Cones and whistle

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner do shuffle and cross baulk line then performs Running toe touches to each cone.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches cones with toe.

12) SIDE BACK KICK:

Objective: To measure Side back kick skill ability.
Equipments: Powder, stopwatch, score sheet, Hanging objects and whistle

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner do shuffle and cross baulk line then performs side back kick to each hanging objects.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches object with side back kicks.

13) CURVE (ROUND) KICK:

Objective: To measure Curve kick skill ability.

Equipments: Powder, stopwatch, score sheet, Hanging objects and whistle

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner do shuffle and cross baulk line then performs curve kick to each hanging objects.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches object with curve kicks.

14) REVERSE BACK KICK:

Objective: To measure Reverse back kick skill ability.
Equipments: Powder, stopwatch, score sheet, Hanging objects and whistle

Procedure: The subject standing behind the mid line starts the raid towards the previously said corner do shuffle and cross baulk line then performs Reverse back kick to each hanging objects.

Scoring: Total 30sec are given out. Time taken for the raid from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as raider touches object.

15) ANKLE HOLD:

Objective: To measure Ankle holds skill ability.
Equipments: Powder, stopwatch, score sheet, cones and whistle

Procedure: The subject standing behind the bonus line starts the ankle hold towards the corner as raider cross the line.

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender catches the raider's ankle

16) THIGH HOLD:

Objective: To measure Thigh holds skill ability.

Equipments: Powder, stopwatch, score sheet, cones, bench, Medicine Balls and whistles

Procedure: The subject standing behind the baulk line starts the thigh hold skill towards the bench, Defender hold the medicine ball as thigh hold skill position and drop the ball, skill will continue for 30 sec

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender catches ball

17) WAIST HOLD:

Objective: To measure Waist holds skill ability.

Equipments: Powder, stopwatch, score sheet, cones, Hanging object and whistles

Procedure: The subject standing behind the baulk line starts the steps towards the hanging object, Defender hold the object as waist hold skill position and leave the object, skill will continue for 30 sec

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender holds the object.

18) WRIST HOLD:

Objective: To measure Wrist holds skill ability.

Equipments: Powder, stopwatch, score sheet, cones, Hanging object and whistles

Procedure: The subject standing behind the baulk line starts the steps towards the hanging object, Defender hold the object as wrist hold skill position and leave the object, skill will continue for 30 sec

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender holds the object.

19) BLOCKING (Cover):

Objective: To measure blocking skill ability.

Equipments: Powder, stopwatch, score sheet, cones, Hanging object and whistles

Procedure: The subject standing behind the baulk line starts the steps towards the hanging object, Defender block the object and leave the object, skill will continue for 30 sec

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender blocks the object.

20) BLOCKING (Corner):

Objective: To measure blocking skill ability.

Equipments: Powder, stopwatch, score sheet, cones, Hanging object and whistles

Procedure: The subject standing behind the baulk line starts the steps towards the hanging object, Defender block the object and leave the object, skill will continue for 30 sec

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender blocks the object.

21) BLOCK AND DASH :

Objective: To measure Block and Dash skill ability.

Equipments: Powder, stopwatch, score sheet, cones, Medicine ball and whistles

Procedure: The subject standing behind the baulk line starts the steps towards the Medicine ball, Defender block & Dash the balls and skill will continue for 30 sec

Scoring: Total 30sec are given out. Time taken for the Defence from starting up to finishing at the time is considered for scoring and is measured in seconds. Points will give as Defender dash the balls.

STATISTICAL TECHNIQUE

- To characterize the level of specific Kabaddi skill of university level Kabaddi players of west zone, **Descriptive Statistics** will be used.
- To reduce the unmanageable number of skill test of university level Kabaddi players of west zone, **Confirmatory Factor Analysis** will be used.
- To develop validity, reliability, and objectivity, **Product moment correlation** will be used.

- To develop the norms, **Percentile and 6-sigma scale** will be used.
- Some other statistical tool will also be employed (If required)

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